

how to get along together. They should often make their own choice of activities from the environment which is especially planned for their needs. For some experiences, such as music, rhythms or stories, all of the children are included, although a child should never be forced to participate in any activity until he is ready.

There should be in the environment many centers of interest which can be seen and used freely. These might include toys for dramatic play; materials for woodwork, science, art, and other creative activities; books, pictures, magazines, etc. There should be time for rhythms, building, story-telling, painting, cooking, working with clay, digging, listening, playing, talking, dancing, singing, creating stories and poems, looking at books, caring for pets, arranging flowers, experimenting, gardening, collecting, explaining, dramatizing and many of the other numerous activities which children enjoy.

Space Indoors

Space enough for good school living indoors varies in relation to many factors in each situation. Experience and research in this area suggest that the minimum should be:

- Per nursery school child.....35-50 sq. ft.
- Per kindergarten child..... 40 sq. ft.

Space Outdoors

Children need playgrounds that are accessible, large enough, interesting and safe. Space needs should be estimated in terms of children's activities. Experience and research in this area suggest that the minimum should be:

- Per young child.....75-100 sq. ft.
- Per older child.....75-100 sq. ft.

The play area should be safely enclosed, and preferably with an exit directly from the classroom. A storage space should be provided for such movable equipment as saw horses, large blocks, packing boxes, carpentry bench, large wooden animals, large carts, train or airplane, tricycles, sleds, rope, wagons, buckets, washtubs, and large and small smooth-edged tin pails.

¹ Gans, Stendler, Almy. *Teaching Young Children*. New York: World Book Company, 1952.